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CWU Faculty Senate Minutes - 05/03/1989

Sue Tirotta

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REGULAR FACULTY SENATE MEETING
Central Washington University

May 3, 1989

Presiding Officer: Connie Roberts
Recording Secretary: Sue Tirotta

Meeting was called to order at 3:10 p.m.

ROLL CALL

Senators: All Senators or their Alternates were present except for Alumbaugh, Bennett, Bundy, Clark, Dixon and Wallace.
Visitors: Phil Backlund, Robert Edington, Dale Comstock, Anne Denman, T.J. Sedgwick, Kent Richards and Carolyn Wells.

CHANGES TO AGENDA

None

APPROVAL OF MINUTES

*MOTION NO. 2688 Beverly Heckart moved and Norman Wolford seconded a motion to approve the minutes of the April 12, 1989 meeting with the following change: on Page 2, Report #5 (Faculty Opinion Survey of Administrators) change all references to "Dr. Heesacker" to read "Mr. Heesacker." Motion passed.

COMMUNICATIONS

None

REPORTS

1. CHAIR

-Connie Roberts reported that she attended the April 21, 1989 Board of Trustees meeting. The Board expressed interest in the academic planning process outlined by Provost Edington, and they have scheduled a Board planning retreat for June 16-17, 1989. At that time they will review the report being compiled on the Camp Field retreat.

-Chair Roberts summarized the Camp Field planning retreat held on April 25-27, 1989. Initially, many questions concerning the university were considered (e.g., Where does C.W.U. wish to be in 5 years? How would the mission of the university be described? What kind of an institution is C.W.U.? How is C.W.U. unique from other universities in the state?). Also identified were 1) strengths within the university which enhance its ability to fulfill its mission, 2) the limitations of the university, and 3) opportunities external to the university which would enhance its position. In addition, external constraints and competing agencies were identified. The 23 "talking papers" included in the planning book (available for review at the Reference Desk in the C.W.U. Library) were prioritized, with the top 5 as follows: 1) Planning and Budget, 2) Faculty Development, 3) Academic Planning, 4) Faculty Recruitment and 5) Mission and Roles. The remainder of the retreat focused on these 5 categories, with emphasis on establishment of concept development, identification of issues involved and definition of alternatives and solutions to each issue. A summary document on the retreat will be prepared, and a draft planning document will be developed by Fall 1989.

2. PRESIDENT

President Donald Garrity reported that it is difficult to determine at this time the final impact of the extended legislative session on higher education funding. The Council of Presidents met on April 28, 1989, and it was their general consensus that a longer Special Legislative Session will generally not work in favor of higher education budgets.

Concerning the Tuition Bill, the President noted that statewide lack of student support contributed to the outcome of this matter. It is hoped that alternatives may be developed to existing legislation which sets tuitions based upon a percentage of the cost of instruction.

In response to a Senator's question concerning monies for institutional support, President Garrity replied that the House budget's proposed allocation in this area was made on the basis of controversial Higher Education Coordinating (HEC) Board figures instead of upon actual enrollment numbers.

3. PROVOST

Provost and Vice President for Academic Affairs Robert Edington reported his positive impressions of the Camp Field retreat and indicated that his previous experience has included extensive academic planning at other universities. The Camp Field participants will soon be called back together for an additional day of work in which the goals will be to 1) identify recommended objectives and goals for the next 5 years in the 5 prioritized areas, and 2) set a schedule to deal with the remaining issues. Provost Edington emphasized that the nature of the discussion was wide-ranging and open, with no decisions or commitments made at this time. Notes from both Camp Field meetings will be consolidated and formulated into a report which will be shared with the Board of Trustees, the Camp Field Group and all other interested parties. This report will form the basis for work during the summer on a first draft of a set of priority statements that will then be distributed to the university community. Systematic discussion of the draft will be solicited during Fall quarter 1989. The Camp Field Group will consider all input and then draft an academic plan, including budget and cost figures, by Spring quarter 1990.

Provost Edington noted that the most important part of the academic plan concerns academic programs, specifically program consolidation and reduction. He stated that recommendations in this area are not yet program specific and that they will be made on a 5-year basis. Those programs, both new and existing, which have the greatest potential for success will be identified. About 90 undergraduate programs currently exist, and the planning process should reduce that number over a phased period of 4-5 years to produce fewer but stronger programs. Provost Edington strongly emphasized that the intent of the program reduction portion of the planning process should not result in staff retrenchment. He explained that attrition through faculty retirement over the next 5 years is expected to play a large role in the program reduction process and that during the final consolidation of programs some faculty may be offered an opportunity for re-training or transfer to other programs.

4. ACADEMIC AFFAIRS COMMITTEE

Ethan Bergman outlined the history of the proposed Course Repetition Policy from its introduction as a student petition in Spring 1988 through its review by the Undergraduate Council and finally to the Academic Affairs Committee, which brought its recommendation before the Senate as MOTION NO. 2677 on February 1, 1989. At that time the Senate voted to return the proposed policy to the Academic Affairs Committee with instructions for the committee to consult with the Graduate Council before returning a proposal to the Faculty Senate. The Academic Affairs Committee considered the recommendations of the Graduate Council and decided to reintroduce MOTION NO. 2677 as previously stated.

Dale Comstock, Dean of Graduate Studies and Research, noted that the Graduate Council recommended that 1) in 2., replace "only the second grade" with "both grades," and replace "however" with "and;" and 2) in 3. replace "same basis as described above" with "basis of the second grade earned." He added that although the Graduate Council was concerned about how such a proposal would be implemented, few graduate students actually repeat courses.

CURRENT POLICY:

"Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis."
(p. 24, 87/80 University Catalog)

*MOTION NO. 2677

COURSE REPETITION POLICY

Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

Other courses may be repeated under the following conditions:

1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.
 2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.
 3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.
- Implement Fall, 1989.

(Approved by Undergraduate Council on December 7, 1988 and Senate Academic Affairs Committee on March 15, 1989; motion tabled 2/1/89)

(continued)

4. ACADEMIC AFFAIRS COMMITTEE, continued

Chair Roberts shared the following course repetition data from the Registrar with the Senate:

	SPRING 1989	FALL 1988	WINTER 1989
TOTAL REPEATS	186	116	97
FAILED 1ST TIME	60	24	26
REPEATED = D	20	10	7
REPEATED = F	18	7	7

(figures do not include Physical Education activity course repeats)

In response to a question from the Senate, Dr. Bergman responded that if a course needs to be completed as a major requirement and the course is failed upon repetition, under the new policy the student may conclude that changing his/her major is appropriate.

Registrar Carolyn Wells answered questions concerning implementation of the proposed policy. She noted that, under the current system, about 90% of students self-report at registration whether or not they are repeating a course; the remainder must be manually noted when they're transcripts are reviewed at a later date. She added that although a computer program could feasibly "flag" repeated courses during registration, use of such a computer program might significantly slow the registration process for all students. Ethan Bergman added that Eastern Washington University also uses such a self-report process for repeated courses. The Registrar noted additional concerns: 1) many students repeat a course three times, and this is often not noted until manual review of the transcript at the time of the student's graduation, and 2) it is unclear how the transfer of equivalent courses from other colleges would be handled. In response to a suggestion that the "better of 2 grades" instead of "just the 2nd grade" be used in GPA computation, Registrar Wells replied that this would be even more complicated than what is now proposed.

The question was called for and vote immediately taken on tabled MOTION NO. 2677. Motion defeated.

The Senate conceded that the student body is genuinely concerned about this issue but could not resolve the questions surrounding implementation of the proposed policy change. It was agreed that the Senate Executive Committee would refer the issue back to the Academic Affairs Committee to review the technical and cost problems of implementation in detail.

5. BUDGET COMMITTEE

None

6. CODE COMMITTEE

None

7. CURRICULUM COMMITTEE

*MOTION NO. 2689 Warren Street moved approval of University Curriculum Committee page 1005. Motion passed.

PAGE		
1005	ANTH 456	Course Addition
1005	B.S./Math-Actuarial Option	Program Change
1005	BISC 416	Course Addition

*MOTION NO. 2690 Warren Street moved approval of the Winter 1989 draft of the Curriculum Planning and Procedures Guide, including the following changes:

-Page 3, Paragraph 7, Line 1: Change to "Proposals to add new major and degree programs will be subject to ..."

-Page 4, P1, L1: Delete "Should such review be necessary,"

-Page 4, P7, L3: Change to "...consistency with the programmatic goals and budgetary capacity of the school or..."

-Page 5, P3, L1: Correct spelling of "membership"

-Page 6, P2, L2: Delete last word on line: "and"

-Page 7, P1, L3: Insert wording so sentence reads "Proposals which require additional levels of review or modification during the course of the process..."

-Page 7, P1, L5: Alter beginning of sentence to read "In the year preceding..."

Page 7, P7: Replace with: b. Proposals involving the initiation of a new major, minor or program shall be sent to the Graduate or Undergraduate Council. On approval by the appropriate council, proposals affecting the teacher education curriculum will be sent to the Teacher Education Council. After council approvals are received, new program proposals are routed to the University Curriculum Committee.

(continued)

7. CURRICULUM COMMITTEE, continued

*MOTION NO. 2690, continued

- Page 7, P8: Delete last sentence. Redundant with page 8, #8.
 - Page 8, P2, L1: Transpose letters in "Univeristy"
 - Page 8, P4: Extend sentence: "...to the Faculty Senate and referred to the Faculty Senate Curriculum Committee:"
 - Page 8, P5: Extend point a.: "...to constitute a new course, including proposals to make more than three changes to an existing course."
 - Page 10, P2: Replace "ahead of" with "beyond" in rule specifying course level eligibility.
 - Page 10, P5: replace "Registrar" with "Dean of Undergraduate Studies" in procedure for course number assignment.
 - Page 11, P1: Replace "Remedial Courses" with "Remedial courses for which credit will not be counted toward degree requirements."
 - Page 13, P1: Add words, to read "...20 class hours (16 clock hours) and 10 hours of related work for each credit."
 - Page 15, P1, L5: Extend sentence: "...approval of the department chair and dean prior to the beginning of the course."
 - Page 16, L1: Insert "(CFE)" at the end of the line to introduce this abbreviation.
 - Page 17, P4, L1: Use "CFE's" in place of full wording.
 - Page 17, P8: Change "to enroll in a 290 course..." to "before enrolling in a 290 course..."
 - Page 18, P1, L1: Replace "to" with "for"
 - Page 20, P6: Replace "matriculated admission" with "matriculation"
 - Page 21, P3, L4: Insert a sentence after "...free elective courses." The sentence is in the current guide but was inadvertently omitted from this version: "Majors may not exceed 110 quarter credits."
 - Page 23A: Add "Provost and" to the title for the Vice President for Academic Affairs.
 - Page 23A: Make arrow from Provost to HEC Board double-headed.
- Motion passed.

Senator Charles McGehee stated that he misunderstood the intention of the vote on Motion No. 2691 and that he had unanswered questions regarding the Guide.

*MOTION NO. 2691 Jay Bachrach moved and Patrick McLaughlin seconded a motion to reopen the floor for discussion of the Curriculum Planning and Procedures Guide in order to address Senator McGehee's questions. Motion passed (13 yes, 12 no).

Senator McGehee asked for an explanation of Page 8, item number 8, which states that "Proposals rejected at any level of review are to be returned to the department or program of origin with a letter of explanation. Copies of the letter of explanation are to be sent to each committee and/or dean previously approving the proposal." Warren Street explained that the intent of this procedure is to expedite the curriculum process and not to circumvent the University Curriculum Committee.

Senator McGehee asked for clarification on Page 5 under the General Education Committee which states "The General Education Committee is responsible to the Dean of Undergraduate Studies but reports to the Provost and Vice President for Academic Affairs and makes its specific curricular recommendations to the Faculty Senate." Warren Street explained that the Dean of Undergraduate Studies convenes meetings, works closely with the committee and provides support services, whereas the Provost is administratively responsible for the committee.

Senator Stephen Jefferies asked for the rationale behind Page 4, paragraph 4, which states that "Proposals for curriculum change that affect other departments or programs must be approved by the department or program affected before being submitted to the school dean for approval." Warren Street explained that this is a fundamentally conservative policy which assures that existing curriculum will remain in place if departments cannot reach agreement or compromise concerning program changes.

Senator McGehee asked what "proofs" would be considered acceptable under Page 22, item #1 through 3, which list exceptions to the credit limits for major concentrations for all undergraduate degrees. Warren Street answered that, in many cases, even the judgment of independent examiners in these areas could be considered subjective and a matter of opinion.

8. PERSONNEL COMMITTEE - None

OLD BUSINESS - None

NEW BUSINESS - None

ADJOURNMENT - The meeting was adjourned at 4:35 p.m.

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, May 3, 1989
Sub 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - April 12, 1989
- IV. COMMUNICATIONS
- V. REPORTS
 - 1. Chair
 - Camp Field Retreat (April 25-27)
 - 2. President
 - 3. Provost/Vice President for Academic Affairs
 - 4. Academic Affairs Committee
 - Course Repetition Policy (see attached motion)
 - 5. Budget Committee
 - 6. Code Committee
 - 7. Curriculum Committee
 - UCC Page 1005
 - Curriculum Planning & Procedures Guide
 - 8. Personnel Committee
- VI. OLD BUSINESS
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

* * * NEXT REGULAR FACULTY SENATE MEETING: May 17, 1989 * * *

ACADEMIC AFFAIRS COMMITTEE

Current Policy:

"Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis."
(p. 24, 87/80 University Catalog)

* * * * *

MOTION:

Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

Other courses may be repeated under the following conditions:

1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.
2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.
3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.

Implement Fall, 1989.

(Approved by Undergraduate Council on December 7, 1988
and Senate Academic Affairs Committee on March 15, 1989)

* * * * *

Richard ALUMBAUGH✓ Jay BACHRACH✓ Kenneth BANTZRobert BENNETT✓ Ethan BERGMANLarry BUNDY✓ Minerva CAPLES✓ Frank CARLSONFRANK CIOFFIJohn CLARK✓ Ken CORY✓ David DARDAEd DIXON✓ Barry DONAHUE✓ Betty EVANS✓ Steven FARKAS✓ Ken GAMONDonald GARRITY✓ Robert GOSSARD✓ Beverly HECKART✓ Stephen JEFFERIES✓ Nancy LESTERRichard MACK✓ Linda MARRAVictor MARX✓ Charles McGEHEE✓ Wells McINELLY✓ Patrick McLAUGHLIN✓ Gary PARSON✓ John RESSLER✓ Connie ROBERTS✓ Jennell SHELTON **HENDRIXSON,**✓ Warren STREET✓ Alan TAYLOR✓ Bill VANCERandall WALLACE✓ Rex WIRTH✓ Norman WOLFORD✓ Tom YOUNGBLOODSusan LONBORGPeter BURKHOLDERDick WASSONDavid GEEEd GOLDENCal GREATSINGER✓ David CANZLERGary GALBRAITHJohn CARRHal OTTBernard MARTINRichard LEINAWEAVERDon RINGEStephen HINTHORNE✓ Robert EDINGTONLarry LOWTHERScott RICARDOKelton KNIGHTR.J. CARBAUGHWendy RICHARDS✓ William SCHMIDTFrank SESSIONSDon WISEPatrick OWENSGeorge KESLINGMorris UEBELACKERKen HARSHA~~Steve FELLER~~Max ZWANZIGERRoger GARRETTKarl CLONINGERJack MCPHERSON

Please sign your name and return
this sheet to the Faculty Senate Secretary
directly after the meetings. Thank you.

May 3, 1989
DATE

VISITOR SIGN-IN SHEET

Phil Buehl

RN

Jack Donstock

Anne Denman

T.J. Sedgwick

Ken Richards

Carly J. Wells

Central
Washington
University



Faculty Senate

Bouillon 240
Ellensburg, Washington 98926

(509) 963-3231

March 1, 1989

Dear Colleague:

Attached is a draft of a proposed revision of the Curriculum Planning and Procedures Guide. The Guide is the Faculty Senate's primary statement of curriculum policies and procedures for effecting curriculum change.

Provisions of the current Guide, produced in Spring, 1985, have been modified by the actions of the Faculty Senate and further modifications have been suggested by the Senate Curriculum Committee. In the attached draft, deletions from the present Guide are shown by overstruck letters and additions are denoted by underscored letters. We have distributed complete copies of the draft only to Academic Administrators, Faculty Senators, Department Offices, faculty on curriculum committees and a few other sites. Others have been advised of this distribution and may contact you to review your copy.

Your evaluation of these changes is important to the Senate's decision regarding adoption of the draft. If you have comments about the proposed revisions or would like to recommend alternatives to proposed wording, please submit them in writing to Warren Street, Department of Psychology, either via campus mail or by VAXMail to WARREN.

The proposed revision will be considered by the Faculty Senate at its April 12, 1989 meeting. Comments should be submitted no later than Monday, April 3, 1989.

Sincerely,

Warren R. Street, Chair
Faculty Senate Curriculum Committee

SPECIAL NOTES REGARDING PROPOSED CHANGES TO THE
CURRICULUM PLANNING AND PROCEDURES MANUAL

Wherever "Council for Postsecondary Education" appears, it has been changed to "Higher Education Coordinating Board."

Wherever "Student Board of Control" appears, it has been changed to "Student Board of Directors."

Wherever "Vice President for Academic Affairs" appears, it has been changed to "Provost and Vice President for Academic Affairs."

Pages 3 and 4: Large section of underlined text beginning with "All course and program changes, additions..." and ending on Page 4 with "...whatever submissions are required" has been moved from Pages 8 and 9, former items 10 thru 13 plus ending paragraph.

Page 7: Text under heading "Procedures for Curriculum Change" beginning "The procedures to be followed..." ---
MOTION NO. 2643 passed by Faculty Senate on June 1, 1988.

Page 15: Underlined text beginning "After final approval, the course may be offered..." under "Workshops" and under "Seminars" ---
MOTION NO. 2544 passed by Faculty Senate on February 4, 1987.

Page 18: Section on "Professional Development courses" ---
MOTION NO. 2610 passed by Faculty Senate on February 3, 1988.

Page 18: Section on "DEPT 700" courses --- MOTION NO. 2669
passed by Faculty Senate on December 7, 1988.

Page 21: Section under "Undergraduate Degrees" beginning "The General Education program must be completed by all..." ---
MOTION NO. 2587A passed by Faculty Senate on November 11, 1987.

Page 23A: For changes in Appendix A, "Curriculum Approval Process," please compare it with the chart on Page 23B from the current Curriculum Planning and Procedures manual.

CURRICULUM PLANNING

AND

PROCEDURES

* * * * * DRAFT * * * * *

Central Washington University

WINTER 1989

CURRICULUM PLANNING AND PROCEDURES MANUALINTRODUCTIONPurpose
CURRICULUM DEFINED

This manual describes the procedures and rules through which curricular proposals are prepared and approved at Central Washington University. The manual is a product of the Faculty Senate; the Faculty Senate Curriculum Committee is responsible for keeping the Curriculum Planning and Procedures Manual up to date. The word curriculum refers to individual courses of study or aggregations (programs) of such courses offered by the University. Programs may lead to degrees or certificates or they may identify concentrations or areas of study.

The curriculum is the University's primary means for providing learning opportunities for its students. The University is responsible for its curriculum. Thus, the curriculum must not promise more than it can provide; and the curriculum must not intentionally offer learning experiences for which the University is unwilling to be responsible.

DOMAIN OF THE FACULTY IN CURRICULUM MATTERSGeneral Faculty Responsibility
GENERAL CURRICULUM RESPONSIBILITIES

The teaching faculty collectively, represented by the Faculty Senate, is the major force governing the curriculum of the university. The faculty acts through the Faculty Senate, academic departments and the various committees which make up the curricular process.

As is shown on the curriculum approval chart W/VS (Appendix I), certain curricular changes are subject to examination by the Provost and Vice President for Academic Affairs and the Board of Trustees after the faculty review procedures have been met.

Beyond the campus, state legislation controls the range of degree programs which may be offered. W/VS The Washington State Postsecondary Education Higher Education Coordinating Board or other state agencies may be empowered to review and make recommendations regarding new degree program offerings by the University. The University is also required to maintain programs which meet the requirements of the appropriate accrediting associations.

All course and program changes, additions and deletions should be considered in terms of their effect upon the academic mission of the University and their adherence to curriculum policy as outlined in this Curriculum Guide. Care should be exercised to avoid needless duplication and to assess the effects of curriculum changes on departments which may be affected.

Whenever questions of curriculum policy are raised by curriculum proposals, the Faculty Senate Curriculum Committee should be consulted.

Whenever questions or concerns of an administrative nature are raised, the appropriate dean should be consulted: for teacher education courses and programs, consultation should be with the Dean of Professional Studies; for undergraduate and graduate courses and programs, consultation should be with the Dean of Undergraduate Studies or Dean of Graduate Studies respectively.

Proposals to add new degree programs may be subject to review by the Washington State Higher Education Coordinating Board or other State agency. In general, a new degree program is defined as a change in level (e.g., Bachelor, Master), or type (e.g. Arts, Science, Fine Arts).

Should such review be necessary, it is the responsibility of the originating department or program to assist the Dean of Graduate Studies or the Dean of Undergraduate Studies in preparing whatever submissions are required.

SPECIFIC CURRICULUM RESPONSIBILITIES

Individual Responsibilities at the Department Level

Departments

Most curriculum modifications occur because of the changing needs, goals, and capabilities of departments. It is the responsibility of the department to revise curriculum offerings through its curriculum committee, the entire department faculty or the chairperson. Proposals for curriculum change are returned to the department with a letter of explanation if they are disapproved at any point in the curriculum change process.

The department bears primary responsibility for assuring the academic integrity and intellectual quality of its proposals as well as for the clarity and accuracy of course and program descriptions.

Proposals for curriculum change that affect other departments or programs must be approved by the departments or programs affected before being submitted to the school dean for approval. Such proposals that have not been approved by the departments or programs affected will be rejected by the University Curriculum Committee and returned to the department of origin.

Each department is required to proofread catalog copy for its own curriculum offerings. Final catalog copy is the responsibility of the Dean of Undergraduate Studies in consultation with the department, program or office involved.

All departments are urged to make curriculum study and revision a year-round process, rather than a once-a-year effort. All proposals received in the Dean of Undergraduate Studies or Graduate Studies office prior to May 1st will be acted upon in time for the next biennial university catalog. Proposals received after that date will be acted upon in order of their submission.

School Deans

The Dean of the School or College to which the department or program is assigned scrutinizes curriculum proposals to assure their consistency with the programmatic and budgetary goals of the school or college as well as for clarity, accuracy and academic quality.

Councils

The Graduate Council, Undergraduate Council and Teacher Education Council are primarily concerned with review and recommendation of ~~proposed~~ new majors, minors or programs before their submission to the University Curriculum Committee. Their responsibility includes ~~reviewing~~ assuring that curriculum proposals are consistent with the programmatic goals of the graduate, undergraduate and teacher education components of the University respectively.

University Curriculum Committee

The committee makes recommendations to the Faculty Senate as described below under "Procedures for Curriculum Change."

Committee membership consists of ten faculty and three students. Faculty members serve three (3) year appointments (with terms staggered so that at least six members will continue from one year to the next) and are nominated by the Faculty Senate Executive Committee and appointed by the Provost and Vice President for Academic Affairs. Students serve for a term of one academic year, beginning in September. Student members are nominated by the Board of ~~University~~ Directors and appointed by the Provost and Vice President for Academic Affairs.

The University Curriculum Committee reports to the Provost and Vice President for Academic Affairs but makes its specific curricular recommendations to the Faculty Senate. The Committee's mandate is a broad one: it has supervisory authority to assure the academic integrity and intellectual quality of courses and programs presented to it, as well as for the clarity and accuracy of course and program descriptions.

General Education Committee

The General Education Committee is responsible for reviewing and recommending policies regarding the general education requirements and the general education program itself. The General Education Committee is responsible to the Dean of Undergraduate Studies but ~~as with the University Curriculum Committee~~ reports its proposals to the Faculty Senate to the Provost and Vice President for Academic Affairs and makes its specific curricular recommendations to the Faculty Senate.

PROCEDURES FOR CURRICULUM CHANGE

The procedures to be followed when requesting a curricular change are given below. A minimum of three (3) months should be allowed for proposals to reach final approval. Proposals which require modification during the course of the process may require a longer period of time. In years preceding the publication of a new catalog, proposals which reach the Dean of Undergraduate Studies by May 1st and which are approved at all subsequent levels will be included in the upcoming catalog.

1. Proposals for curriculum change may be initiated by (a) students;
(b) faculty members; or (c) deans.
2. Proposals must be reviewed and approved by (a) departments
~~YVdepartmental~~ as a whole// ~~departmental curriculum committees/ or~~
~~departmental committees~~; or (b) committees responsible for
non-departmental or interdepartmental programs.
3. Proposals approved at the departmental or program level are sent
for approval to the dean of the school or college within which the
department or program is assigned.
4. If approved by the school or college dean, proposals are forwarded
to the graduate or undergraduate dean for routing to one of the
Councils or to the University Curriculum Committee as specified
below.
 - a. All curriculum proposals, except those for new programs, will
be sent to the University Curriculum Committee.
 - b. Proposals involving the initiation of a new major, minor or
program shall be sent to the appropriate Council -- Graduate,
Undergraduate, Teacher Education. On approval by the Council,
new program proposals are ~~submitted~~ routed to the University
Curriculum Committee.

The three Councils, Teacher Education, Graduate, and Undergraduate, will be kept informed of agenda matters before the University Curriculum Committee and may review and make recommendations regarding such matters to the University Curriculum Committee.

The University Curriculum Committee will judge proposals in the light of the broad mandate specified for them above as well as in terms of feasibility and consistency with the educational role of Central Washington University. The UCC shall have power to require new proposals to meet the format requirements and rules which are in existence at the time of the proposal's submission. Proposals which are not approved will be returned to the originating department with an explanation of the Committee's action.

129. ALL courses and program changes, additions, and deletions should be considered in terms of their effect upon the academic mission of the University and their adherence to curriculum policy as outlined in this Curriculum Guide. Care should be exercised to avoid needless duplication and to assess the effects of curriculum changes on departments which may be affected.)

(Should such review be necessary, it is the responsibility of the originating department or program to assist the Dean of Graduate Studies or the Dean of Undergraduate Studies in preparing whatever submissions are required.)

Curriculum actions of the Senate may be implemented as soon as they appear in the published minutes of the Senate and must be implemented no later than their ~~(2)~~ publication in the public document appropriate to that action. Examples of such documents are the biennial University Catalog, the quarterly Class Schedule, the course change sheet distributed at registration, and the Curriculum Guide. These publications shall reflect changes at the earliest opportunity. Policy changes shall not be applied retroactively. In most practical cases, changes approved by the Senate are implemented at the beginning of the next quarter after approval.

CURRICULUM RULESRules for courses

1. Course numbering system:

Freshmen	100 through 199
Sophomore	200 through 299
Junior	300 through 399
Senior	400 through 499
Graduate	500 through 700

Students may elect courses designated for the year ahead of their actual class standing unless the course description specifies otherwise ~~for the appropriate special permission is obtained~~.

Courses may be cross-listed between departments but must bear identical course descriptions, numbers, credits and titles.

Courses shall be grouped according to common fields of interest--(i.e., Literature, Bird Study, Tests and Measurements, [etc.]). ~~The first number may be different but the last two should be identical~~. Advanced courses should have the same last two numbers as beginning courses.

Sequence courses covering allied subject matter shall ~~be~~ be numbered sequentially.

New numbers must be cleared with the Registrar before they are submitted to committees in order to prevent the assignment of the same number to more than one course.

The established basic plan for the numbering system, both as it applies to the institution as a whole and to the grouping within subject fields, will be followed:

Ending in 01 to 09	--	Introduction to Broad Areas.
Ending in 10 to 89	--	Regular Department Courses.
Ending in 90	--	Field Experience. <u>Consult</u>
		<u>Contracted Field Experience (CFE)</u>
		<u>rules.</u>
Ending in 91	--	Workshops.
Ending in 92, 93, 95	--	Professional Laboratory Experiences
		and Practica may .
Ending in 96	--	Individual Study. <u>1-6 credits. May</u>
		<u>be repeated if subject is different.</u>

University-wide rules for particular courses:

Ending in 90	++	Consult CFE rules on page 77
Ending in 98	++	Individual Study. <u>1-6 credits. May</u>
		<u>be repeated if subject is</u>
		<u>different.</u>
1998 and 998	++	Prerequisite/permission of
		<u>instructor.</u>
Ending in 97	--	Honors. 1-12 credits. Prerequisite,
		admission to department honors
		program.
Ending in 98	--	Special Topics. 1-6 credits.
Ending in 99	--	Seminar. 1-5 credits. May be
		repeated if subject is different.
Course No. 100	--	Remedial Courses.
Course No. 500	--	Professional Development. <u>1-5</u>
		<u>credits.</u>
Course No. 699	++	Prerequisite <u>1-6 credits.</u>
Course No. 700	--	Thesis, <u>Project and/or Examination.</u>
		<u>1-6 credits.</u>

A two-year moratorium exists on course numbers. (Course numbers may not be reused within a two-year period after they have been deleted.)

2. Lower-division courses (100 and 200 level courses)

Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

Lower-division courses are normally open to all students, not just those majoring in the field.

Survey courses which are general introductions to a field of study offered for non-majors are lower-division courses, as are "orientation" courses.

3. Upper-division courses (300 and 400 level courses)

Upper-division courses require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of recommended background which will describe to both students and advisors what is expected.

Recommended background can be indicated in several ways, among them: (1) specifying particular courses (or their equivalents) which should have been completed prior to enrollment; (2) specifying a certain number of credits in specified parts of the field which should have been completed prior to enrollment; (3) specifying a certain number of total college credits which should have been completed prior to enrollment (or an equivalent such as "senior standing"); (4) specifying permission of the instructor or department so that some sort of direct assessment of the student's qualifications is made.

4. Graduate courses (500, 600 and 700 level courses)

Graduate courses are usually open only to graduate students who have been formally admitted to a graduate program of the University. Seniors may enroll in graduate courses with the approval of the instructor of the course and the department chairman. Credit earned in such courses may meet undergraduate or graduate program requirements, but not both. If the undergraduate wishes to designate the course for a graduate program requirement, approval must be obtained from the Dean of Graduate Studies.

Some upper-division courses may be applicable for an advanced degree at the University within limitations of general University requirements and the appropriateness of a course to a particular degree, but this does not change the level of the credit.

5. Course titles and descriptions

The title of a course should describe very briefly the material covered in the course. Course descriptions need only be used when an elaboration is necessary and should be concise. Course descriptions can appropriately include prerequisites, or such qualifications as "not to be counted in the major." A course which introduces a discipline might properly have a description.

6. Prerequisites

Prerequisites to a course are appropriate if:

- Certain basic skills are needed for success in the course.
- A course is one of a sequence.
- A certain level of maturity and familiarity with the language of the discipline is necessary for success.

7. Restrictions on courses

Departments may restrict students from enrolling in lower-level courses if the students have completed work in the discipline at a higher level, or if the students show competence in lower-level courses (and desire advanced study).

Credit for a course may not be given more than once unless the catalog specifies the course may be repeated.

8. Credit allocation to courses

- Activity courses, laboratory courses, workshops, practica, field experience:
A minimum of 20 class hours (16 clock hours) for each credit. These courses may be allowed variable credit in their catalog listing.
- Lecture, recitation, discussion, seminar, special topics:
A minimum of one class-hour meeting and two clock hours of related work per week for each credit. Seminars and special topics courses whose numbers end with 98 or 99 may be allowed variable credit in their catalog listing.
~~Variable courses of this type may not~~
- Courses which combine components from a. and b. above should be allocated credit based on the percentage of each component.
- d. ~~W/V~~ Individual study, honors, thesis:
A minimum of 30 clock hours of study per credit. These courses may be allowed variable credit in their catalog listing.
- e. ~~(4/1)~~ No more than ~~(two credits)~~ one credit may be offered within a ~~(week/ several days)~~ period of three consecutive calendar days, nor ~~(one credit)~~ two credits within a ~~(three-day)~~ period of seven consecutive calendar days. (For each additional credit add two consecutive calendar days.)
- f. For each credit a portion of at least two (not necessarily consecutive) days must be utilized.
- g. ~~(4/1)~~ Except as specified above, courses may not be allowed variable credits in their catalog listings. The above standards are to be observed to determine credit allocation when variable-credit courses are offered and student enrollments are approved.
- h. ~~(4/1)~~ Time and effort expectations may exceed the minimum standards. However, if time spent on class and related work for the course by the average student approaches the minimum requirements for the next credit level, departments should reevaluate credit allocation.

9. Individual Study

"Individual Study" courses, numbered -96, should include either (1) study on specific topics that are not offered as separate courses, or (2) other areas for which the student is prepared but which are not covered as existing courses.

The content of "Individual Study" courses is planned so that at least 30 clock hours of intensive study will be required per credit. The Individual Study course may be repeated for credit.

Prior to registration, students wishing to register for "Individual Study" must confer with the appropriate department representative to determine the specific topic(s) to be studied and outline the study area, fill out an "Individual Study Permit" form, including the outline on the back of the form, and receive the approval signatures of the instructor and the department chair. Students may be given S/U or letter grades depending on the nature of the study.

10. Special Topics

Special Topics (-98) course proposals are, after approval by the appropriate department chair and dean, circulated by the Dean of Undergraduate or Graduate Studies to all departments and deans for a two-week review period prior to final approval by the Dean of Undergraduate or Graduate Studies. Each request must be accompanied by a detailed course outline, and the kinds of student work to be completed (reading, lab, etc.) must be indicated along with the number of credits and class contact hours, maximum section size, and any special requirements. Special Topics proposals must meet standards applied to regular courses before approval will be granted. All course outlines must be approved by the school dean, Dean of Undergraduate or Graduate Studies, and a copy must be filed in the University Curriculum Committee office (Dean of Undergraduate Studies office). After final approval, the course may be offered for a period of three years. Any subsequent offering must be as a regular course, approved through the established curriculum process.

11. Workshops

Workshops (-91) must meet in a class setting for a minimum of 20 hours (16 clock hours) for each credit assigned to the workshop. Workshop courses may be graded either S/U or by letter grade, depending on the nature of the course, upon recommendation by the instructor and with the approval of the department chair and dean. No more than two workshops with a combined total of not more than eight credits may be applied to a master's degree program. An outline of the proposed workshop should be prepared by the instructor and approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.

12. Seminars

Seminars (-99) are courses in which students meet to report on and discuss their readings on research under the direction of and with the participation of the instructor. An outline of the proposed seminar should be prepared by the instructor and must be approved in the same manner as outlined above for special topics courses.

After final approval, the course may be offered for a period of three years. At the end of this period, the department will be requested to indicate continuation or deletion of the course. A list of those courses which departments wish to continue for another three year period will be circulated by the Dean of Undergraduate Studies or the Dean of Graduate Studies and Research to all departments and deans for a two week review period. Departments or deans with questions concerning the continuation of a course may review the course proposals on file in the appropriate Dean's office. Such an offering will usually not be introduced into the catalog as an identified regular course.

13. Contracted ~~Field~~ ~~Experience~~ ~~Co-op~~

- a. Credits and Numbering: The courses will be numbered 290 and/or 490. Credits are variable, 1-15 for 490's, 1-5 for 290 CFE's, with one credit requiring 30 clock hours (or more, depending on CFE option) of on-the-job educational work (including library research, supervised work, individual projects, etc.). CFE courses may be repeated only when the course content is distinctly different. Credit will not be given for prior experience. If the assignment is terminated by the agency, the student will receive no credit.
- b. The University shall recognize two primary forms of CFE's: "Intern" CFE's and "Co-op" CFE's. Internships are more intensively structured and more closely supervised for achieving learning objectives in a briefer time frame (30 hours per credit) and typically involve a single placement. Co-op CFE's seek equivalent learning benefits per credit but are designed to better accommodate employers' needs and require longer placements (50 hours or more per credit). The intent of the Co-op Program is to involve students in a series of CFE's alternated with in-class work starting as early as the end of the freshman year and including a total of 52 full-time equivalent weeks of work experience. However, individual students, such as transfer students, may be allowed to participate in a reduced portion of the full Co-op plan for a proportionately reduced number of credits. In addition, an internship may also be incorporated in a student's Co-op plan under these guidelines.
- c. Initiation and planning of a CFE study: Enrollment in CFE courses is the student's responsibility. The student should be adequately prepared for the CFE study and it should be clear that the study is consistent with the student's program and will make a direct contribution to it. The student must have a CFE course agreement form completed and approved by a qualified faculty member, agency supervisor, appropriate chair and dean. The form constitutes a study plan and must include a description of readings or research, dates of periodic reports, nature of planned conferences with supervisor, and the nature of the final report and/or examination. The outside agency shall cooperate with the supervising faculty member in planning the objectives and procedures of a CFE course.
- d. Costs and/or pay: Any costs to the University or cooperating agency must be identified. Such costs may include travel and per diem for supervision, released faculty time, student wages, etc. The student shall not be put in a position where he is either in competition with regular employees or a source of cheap labor to the outside agency, rather, the objective shall be to provide the student with as widely varied an experience as is feasible.

- e. Supervision: Field courses shall be under the direct supervision of the approving faculty member as part of the regular teaching load, who should be easily available to the student in the field. Supervision of the field experience should be shared by the University and the cooperating agency. The agency's supervisor must be identified prior to approval of the experience.
- f. Evaluation: Appropriate means of evaluation will be established between the student and faculty supervisor. The outside agency shall aid the supervising faculty member in evaluating the student's experience. The supervising faculty member will file a written report on each student's work, together with an S or U grade, with the department office.
- g. The outside agency: In addition to other responsibilities, the cooperating agency must agree to the written description of field experience tasks, identify supervisor(s) and submit supervisor's qualifications to the appropriate University department.
- h. Contracted Field Experiences (CFE's) shall occur only within a student's major or minor area of study. Furthermore, it is the prerogative of individual departments to place additional restrictions on CFE courses within their disciplines to those included herein. In no case shall a student be allowed to count more than 30 CFE credits toward his degree requirements, including those earned as 290 credits, 490 credits and transfer field experience credits, from all departments and programs combined. The following guidelines represent the maximum allowable CFE credits which may be counted within the required credits of those areas of study:
 1. Within a minor, no more than 5 CFE credits.
 2. Within a 45-credit major, no more than 10 CFE credits.
 3. Within a 60-credit major, no more than 20 CFE credits.
 4. Within a 75-credit major, no more than 30 CFE credits.
- i. Credits for internship CFE's alone should be restricted to a maximum of fifteen (15) credits in a baccalaureate degree program. Any additional CFE credit should be allowed only by participating in a Co-op plan.
- j. The minimum requirements recommended for a student to enroll in a CFE shall be:
 1. At least 10 course credits completed within the student's major (or minor) to enroll in a 290 course in the major (or minor).
 2. At least 15 (preferably 20) course credits completed within the student's major (or minor) to enroll in a 490 course in the major (or minor), exclusive of previous CFE credits in the area.

- k. Lower division (290) CFE courses should be allowed on a 1-5 credit basis, with permission to re-enroll to a maximum total of ten (10) credits. This same guideline should apply to transfer of work experience credit from community colleges, except where other direct inter-institutional transfer agreements exist, and also to enrollment in Interdisciplinary Studies 290.
- l. Because educational advantage occurs when CFE's are alternated with related course work, continuous involvement in full-time CFE's shall not exceed fifteen (15) credits in any case without being alternated with at least twelve (12) credits of in-class coursework.
- m. Generally students should plan CFE's to occur before the last quarter prior to graduation. Otherwise, the CFE conflicts with the premise that the CFE program is integrally incorporated into the University's academic program.

14. Professional Development courses

Professional Development (500) course proposals will have the following catalog description:

DEPT 500. Professional Development (1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the University.

The appropriate department prefix and department need for the courses will be established prior to catalog entry through the curriculum process. Grading (S/U or letter grades) will be determined at the time of content approval. There is no limit on the number of times such a course may be offered. Each offering will have its own title and transcript entry which will appear as: DEPT 500. PD: (title). Credits. Once the "500" number has been approved as a catalog entry for a department, subsequent Professional Development courses within that department will follow the approval process given above for Special Topics (-98) course proposals; however, new content requests may be offered concurrently with the review period.

15. Master's Level courses

Master's Thesis, Project Study and/or Examination (700) course proposals will have the following catalog description:

DEPT 700. Master's Thesis, Project Study and/or Examination (1-6). Prerequisite, permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/or examination. Grade will be either S or U. May be repeated for credit."

16. [11/14/1] Off-campus courses

The Provost and Vice President for Academic Affairs or designee has authority to approve courses to be taught off-campus for credit. Each request will be considered on an individual basis and must be submitted on forms available in the office of Extended University Programs prior to offering the course.

The following conditions must be met in order for a credit course to be taught off-campus:

- a. The course must be a part of the University curriculum.
- b. The course must be taught by a member of the University faculty or a person approved by the appropriate department following the provisions of the Faculty Code for the appointment of faculty.
- c. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

17. [1/15/1] Non-credit courses

As a part of the continuing education of the general public, the University offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

17. ~~VV~~/V International study courses

The administration and faculty of Central Washington University realize that modern education includes an increasingly recognized requirement to offer broad intercultural, academically sound opportunities of living and learning as well as more specialized training. The nature of the University commitment to such programs makes it mandatory that they be so structured that it will be apparent to all that they are an integral part of the academic offering. In addition, the administrative lines of responsibility should be such as to insure that the programs will be institution-wide in concept, objectives and implementation. To fulfill this obligation, the University has been committed to the provision of such opportunities [for either personal or vicarious learning experiences] under the following guidelines:

- a. The Director of International Programs shall be charged with coordinating and/or implementing all programs which involve either CWU students or faculty in any area outside the United States, and all sponsored international programs which involve foreign students or professors at CWU.
- b. All financial arrangements for university-sponsored International programs shall be made through the Office of International Programs. No employee of the University who participates in University-sponsored International Programs as an employee shall receive any monies or gratuities from any source, in any way related to the program, other than the University.
- c. International Programs shall not be expected to be self-supporting but may be partially supported by budgeted state funds.
- d. Cooperative, consortia or federated arrangements are to be encouraged among educational institutions with similar aims and goals.
- e. University-sponsored programs shall meet the same academic criteria as would be required of similar programs on the home campus and a minimum prerequisite for admission to any such program (where credit is to be granted) shall be matriculated admission to the University.
 1. The teaching staff shall consist of academic professionals who meet the standards for similar programs on the campus.
 2. The course offerings shall meet equivalent standards and conditions as those offered on the campus.
 3. Travel programs per se or commercially sponsored "Travel study" programs will not be granted credit.

Undergraduate Degrees

The General Education program must be completed by all Bachelor's degree recipients. General Education courses outside of the major department that are specified in the degree program may be used to satisfy these General Education requirements as well.

The Bachelor of Arts (B.A.) degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization and one-third study in free electives. Majors may not exceed 75 quarter credits and the minimum number of credits required for the degree is 180.

The Bachelor of Science (B.S.) degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education program, a specialization and free elective courses. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of credits required for the degree is 180.

The Bachelor of Arts in Education (B.A.Ed.) degree designation is reserved for three undergraduate programs which are intended to prepare teachers (Early Childhood Education, Elementary Education and Special Education). They include the general education program, professional specialization not to exceed 65 quarter credits, professional education study and free elective courses. The minimum number of credits required for the degree is 180.

The Bachelor of Music (B.Mus.) degree designation is reserved for those undergraduate programs which are intended to prepare students for professional careers in music. They include the general education program, a specialization and free elective courses. Majors shall be limited according to the policy governing professional degrees (see below). The minimum number of credits required for the degree is 180.

Other Bachelor's degrees may be offered where extended professional instruction can be shown to be necessary to qualify students to engage in specific professional or occupational fields for which neither the Bachelor of Arts nor the Bachelor of Science designation is appropriate. No more than 110 credits beyond the ~~General College breadth~~ General Education requirements may be specified in a program for such degrees. Although all of these credits may be in one department, programs of large size should draw as widely as possible from the resources of other departments.

Exceptions to the credit limits for major concentrations for all undergraduate degrees may be granted by the University Curriculum Committee and the Senate upon a showing of necessity by the proposing department which shall include, but not be limited to, documentary evidence of the following:

1. Standards established by a national accrediting organization for the program. The accreditation process must accredit the program, not the student.
2. Programs of similar content and size offered at comparable institutions of higher education.
3. Contemporary employment practices in the involved profession.

Graduate Degrees

The Master of Arts (M.A.) degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the Graduate Council.

The Master of Science (M.S.) degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

The Master of Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Music (M.M.) and other designations of the form Master of (professional field) are used for those graduate study programs in professional areas with a distinct professional practice emphasis.

Certificate Programs

Certificate programs are courses of study that usually do not lead to degrees and are of shorter duration than degree programs. They are usually highly specialized career programs, and they are occasionally geared for admission to licensing or career entrance tests.

Teacher Preparation Programs

1. Elementary Level:

Each department which prepares students in subjects commonly taught in the elementary schools may offer, if approved:

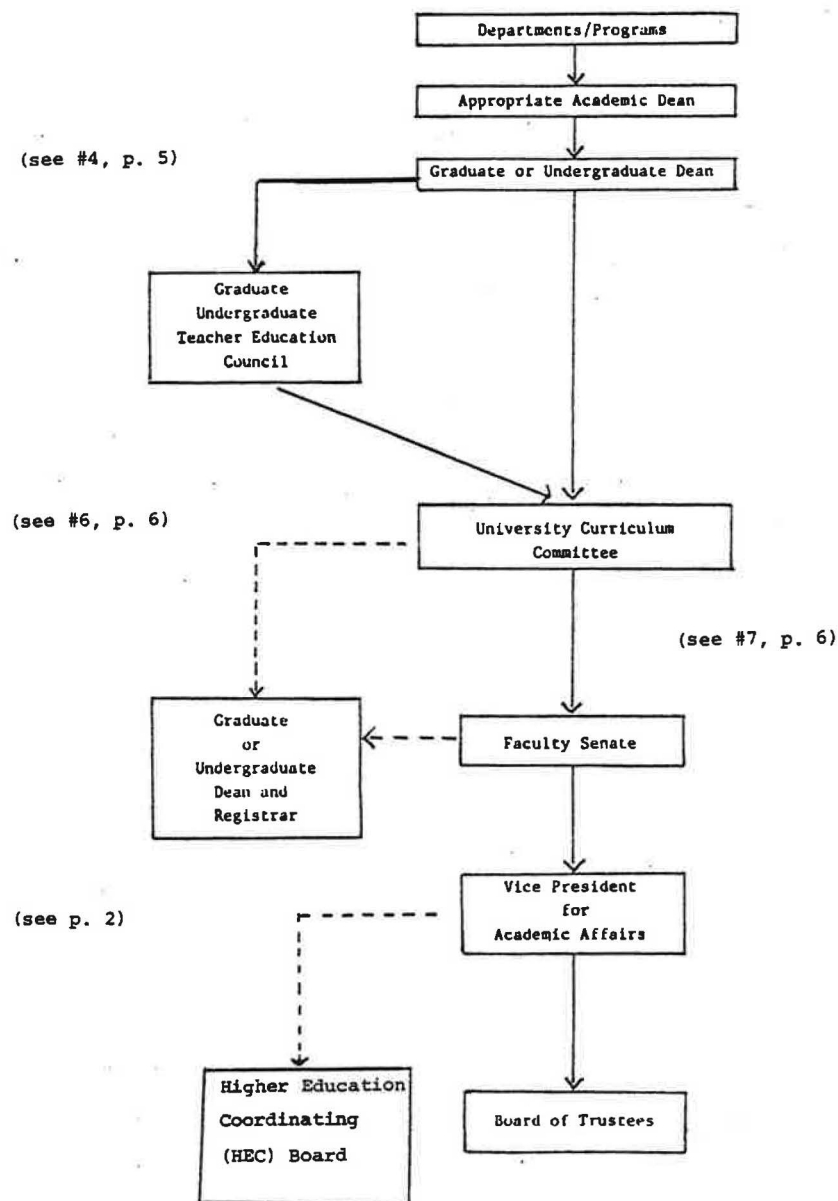
- a. A major of 45 credits for elementary teachers if the major is in a single discipline. For teaching in regular or self-contained elementary school classrooms the major must be accompanied by the Elementary School Professionalized Subjects minor. A major of 60 credits may be a broad area major composed of courses from several disciplines. Such an interdisciplinary major must be completed prior to graduation.
- b. One or more minors of at least 19 credits for elementary teachers.

2. Secondary Level

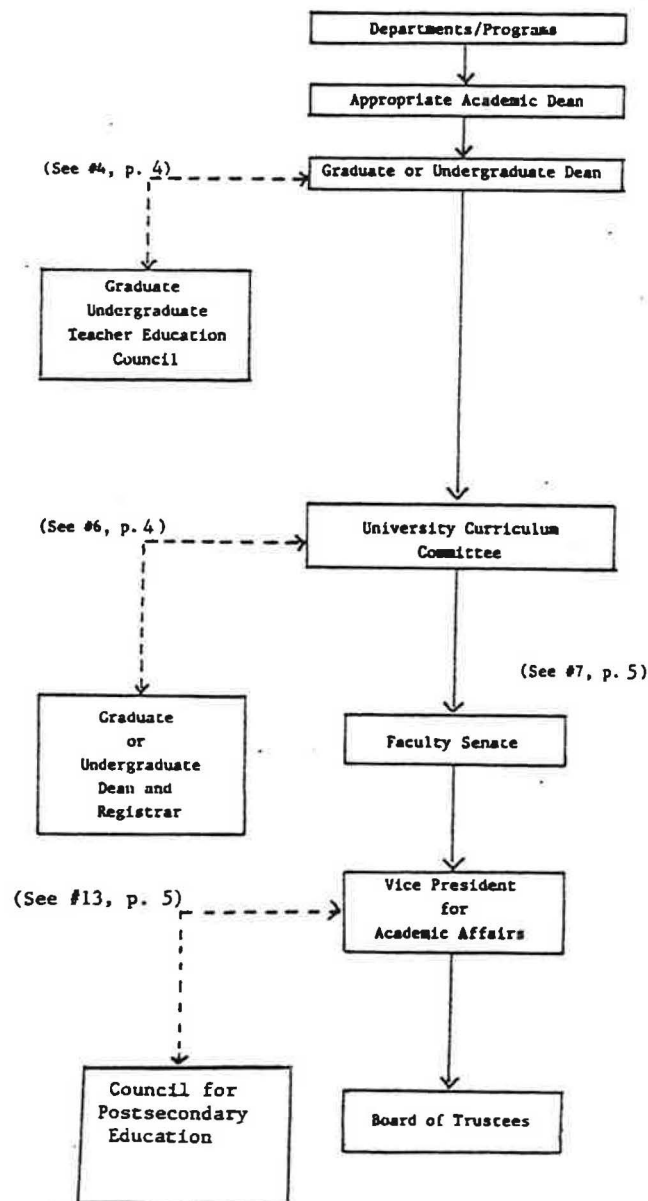
Each department which prepares students in subjects commonly taught in the secondary schools may offer if approved:

- a. One or more majors of 45-60 credits for secondary teachers. The courses may or may not be from a single discipline. Students choosing such majors must complete, in a discipline, a minor, or sufficient credits to be endorsed for teaching.
- b. One or more minors of at least nineteen (19) credits for secondary teachers.
- c. A 60-75 credit interdisciplinary broad area major. No more than 60 credits from the department offering this major may be used to satisfy the major requirement for graduation. At least 15 credits must be from one or more other departments. A minor is not required.
- d. A 60-75 credit major in which all courses may be from one department. This major must require two to four courses in each of four or more areas distinctly different in content, skills and materials and commonly taught in the secondary schools. A minor is not required.

APPENDIX I
CURRICULUM APPROVAL PROCESS



APPENDIX I
CURRICULUM APPROVAL PROCESS



APPENDIX II

QUESTIONS WHICH OUGHT TO BE USED BY
DEPARTMENT CURRICULUM COMMITTEES AND
CHAIRS WHEN REVIEWING CURRICULUM
PROPOSALS PRIOR TO SUBMITTING THEM

COURSES

Title: Is the title succinct, descriptive easily abbreviated? _____
Is the title presently used elsewhere in the catalog? _____
In the recent past? _____
If the course is cross-listed, are the titles identical? _____

Number: Does the number fit the intended level? _____
Has the number been used within the past two years? _____
Does the number meet numbering policy with respect to type of course (workshop, content, introductory)? _____

Credit: Does the credit meet policy standards? _____
Does the credit seem to coincide with the intent of the course (class requirements)? _____

Description: Is the description concise? _____
Is the description really necessary? _____
Are all necessary prerequisites identified? _____
Are all necessary restrictions stipulated? _____
Is the grammar, the syntax, etc., correct? _____

Deletions: Are all programs affected identified? _____
Have the old and the modified programs been submitted? _____
If the deletion affects other departments, have the departments been notified? _____
Reactions obtained? _____
What effect will the deletion have on students (if any)? _____

Additions: Are sound reasons for addition indicated? _____
Are all costs identified? _____
Is the course outline complete and thorough? _____
Are special materials, travel, reference, space, rooms, etc., identified and itemized? _____
Are numbers of students anticipated, so stipulated? _____
Is the frequency of teaching indicated? _____
Should the course be offered on a trial basis with an appropriate evaluation submitted? _____
Has the course been offered before? _____
Is the course related, duplicative, or an infringement on another department's offering? _____
Is or should the course be cross-listed? _____
What effect will offering the course have on existing programs, course loads, etc.? _____
Have all costs been approved by the Deans? _____
Have all costs been approved by Department members? _____
Have all costs been approved by Department Chairs? _____

PROGRAMS

Are all "hidden" prerequisites identified in a lead paragraph? _____
Are the courses listed in sequence? _____
Are all courses listed in the catalog? _____
Do all credits match the course descriptions? _____
Do total credits match the course descriptions? _____
Are reasons for the program change identified? _____
Do titles match course titles in catalog? _____
Do credits tally properly? _____
If costs are involved, are they identified and itemized? _____

Are number of students indicated who are affected by the programs? _____

Are all departments whose courses are listed (deleted) informed? _____

What evidence is there that this has occurred? _____

Does the program change reflect a trend elsewhere? _____

GENERAL

Was this a departmental decision? _____

Was the department informed? _____

If only one instructor is capable of teaching the course or of handling the program, what will happen if the instructor leaves? _____

How many course-credits are required to be offered by a particular instructor? _____

How many free electives are presently offered by the department? _____

How many courses now listed in the catalog are taught infrequently? _____

What areas of the department need strengthening and how will the change affect the area(s)? _____

INDEXPage

Catalog Deadlines	***Page #'s will be added to final copy.
Contracted Field Experience	
Course Numbering System	
Course Title & Description	
Credit Allocation to Courses	
Curriculum Change Implementation	
Curriculum Change Procedures	
Curriculum Committee, Faculty Senate	
Curriculum Committee, University	
Curriculum, Defined	
Department Curriculum Responsibilities	
Faculty Senate	
Faculty Senate Curriculum Committee	
General Education Committee	
Graduate Council	
Graduate Courses	
Graduate Degrees	
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Seminars	
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Teacher Education Council	
Teacher Preparation Programs	
Undergraduate Council	
Undergraduate Degrees	
University Curriculum Committee	
Upper Division Courses	
Workshops	

Changes to proposed CURRICULUM PLANNING AND PROCEDURES revision

PAGE LOCATION / CHANGE

- 3 ✓ P7,L1 Change to "Proposals to add new major and degree programs will be subject to....."
- 4 ✓ P1,L1 Delete "Should such review be necessary,"
- ✓ P7,L3 Change to "...consistency with the programmatic goals and budgetary capacity of the school or ..."
- 5 ✓ P3,L1 Correct spelling: "membership"
- 6 ✓ P2,L2 delete last word on line: "and"
- 7 ✓ P1,L3 insert wording so sentence reads "Proposals which require additional levels of review or modification during the course of the process..."
- ✓ P1,L5 Alter beginning of sentence to read "In the year preceding...."
- ✓ P7 replace with:
- b. Proposals involving the initiation of a new major, minor or program shall be sent to the Graduate or Undergraduate Council. On approval by the appropriate council, proposals affecting the teacher education curriculum will be sent to the Teacher Education Council. After Council approvals are received, new program proposals are routed to the University Curriculum Committee.
- ✓ P8 Delete last sentence. Redundant with page 8, #8.
- 8 ✓ P2,L1 transpose letters in "Univeristy"
- ✓ P4 extend sentence: "...to the Faculty Senate and referred to the Faculty Senate Curriculum Committee:"
- ✓ P5 extend point a: "...to constitute a new course, including proposals to make more than three changes to an existing course."
- ✓ P7 replace "approved" and "approval" with "reviewed" and "review" in newly inserted wording that refers to the role of the Senate Curriculum Committee.

delete
change
keeper "approved"

10 ✓ P2

replace "ahead of" with "beyond" in rule specifying course level eligibility.

✓ P5

replace "Registrar" with "Dean of Undergraduate Studies" in procedure for course number assignment.

11 ✓ P1

replace "Remedial Courses" with "Remedial courses for which credit will not be counted toward degree requirements."

13 ✓ P1

add words, to read "... 20 class hours (16 clock hours) and 10 hours of related work for each credit."

✓ P5

Add to point e, as follows:
"Thus the minimum number of consecutive days in which a course may be completed are as follows:
1 credit: 3 days
2 credits: 7 days
3 credits: 9 days
4 credits: 11 days
5 credits: 13 days"

delete
(more confusing)

15 ✓ P1,L5

extend sentence: "...approval of the department chair and dean prior to the beginning of the course."

16 ✓ L1

insert "(CFE)" at the end of the line to introduce this abbreviation.

17 ✓ P4,L1

Use "CFE's" in place of full wording.

✓ P8

change "to enroll in a 290 course..." to "before enrolling in a 290 course..."

✓ P8

change "to enroll in a 490 course..." to "before enrolling in a 490 course..."

18 ✓ P1,L2

replace "to" with "for"

20 ✓ P6

replace "matriculated admission" with "matriculation"

21 ✓ P3,L4

Insert a sentence after "... free elective courses." The sentence is in the current guide but was inadvertently omitted from this version:
"Majors may not exceed 110 quarter credits."

23A

Add "Provost and" to the title for the Vice President for Academic Affairs.

23A

Make arrow from Provost to HEC Board double-headed.

PROPOSED COURSE REPETITION POLICY

Some courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in this catalog.

Other courses may be repeated under the following conditions:

1. Students may repeat such courses only once, and credit will be awarded only once. This condition also applies to transfer courses that are repeated at Central.
2. When a course is repeated, only the second grade earned will be used in the computation of the cumulative grade point average, however both grades will remain in the student's official record.
3. Major grade point averages will be computed on the same basis as described above when major courses are repeated.

Implement Fall, 1989.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

ANTHROPOLOGY
COURSE ADDITION

ANTH 456. Principles of Anthropology for Teachers (4). Concepts related to human biological and cultural adaptation, with emphasis on applicability to public school teaching (K-12).

MATHEMATICS

PROGRAM CHANGE - OPTION ADDITION

AS IT APPEARS

Bachelor of Science

ACTUARIAL OPTION

An actuary is a business professional who uses specialized mathematical skills from probability and statistics to define, analyze and solve financial and social problems. Actuaries create and manage insurance programs which reduce the adverse financial impact of both expected and unexpected things that happen to people, such as illnesses, accidents and death. In addition, actuaries design pension programs, making sure there are sufficient resources to pay retirement and death benefits while also charging participants in the insurance or retirement plan a fair price.

The Bachelor of Science in Mathematics - Actuarial Science Option listed below is designed to prepare a student in both the mathematics and business areas necessary for success in the rigorous but rewarding actuarial profession.

Required Courses

		Credits
MATH 172.1, 172.2,	Calculus	10
MATH 265,	Linear Algebra I	4
MATH 272.1, 272.2,	Multivariable Calculus	10
MATH 311, 410.1, 410.2,	Statistical Concepts And Methods	11
MATH 411.1,	Introduction to Probability Theory	4
MATH 411.2, 411.3,	Mathematical Statistics	6
MATH 412,	Actuarial Mathematics	4
MATH 464,	Games and Programming	5
ACCT 251,	Financial Accounting I	5
ACCT 252,	Financial Accounting II	5
ECON 201,	Principles of Economics, Micro	5
ECON 202,	Principles of Economics, Macro	5
ECON 330,	Money and Banking	5
BUS 241,	Legal Environment of Business	5
BUS 370,	Business Finance	5
BUE 475,	Investments	5
CPSC 177,	Introduction to FORTRAN	4
ENG 310,	Technical Writing	4

Total 102

BIOLOGICAL SCIENCES
COURSE ADDITION

BISC 416. Laboratory Immunology (1). Prerequisite, BISC 414 or equivalent. Purposes and mechanisms of routine immunological laboratory tests.

MEMO

To: Connie Roberts, Chair, Faculty Senate

From: Ethan Bergman, ^{ab}Chair, Academic Affairs Committee

Date: April 4, 1989

Re: Course repetition policy

The Academic Affairs Committee met March 15 to consider the proposed modifications made by the Graduate Council in the tabled course repetition policy motion. After deliberation, we feel there is enough concern about the existing course repetition by faculty and students that the tabled motion deserves to be voted on as it is currently stated.

The Graduate Council had rationale for their proposed modification. (see attached)

In response to 1. The transcript of individuals repeating courses will still include all courses and grades earned. The Graduate School may manually determine GPA from the information presented in the transcript.

In response to 2. Western Washington University currently has a policy similar to our proposed repetition policy. They place the burden on the student to inform the Registrar about repeating a course by filling out a course repetition card. The Registrar then flags the course for notation at the end of the term when courses are completed. If they fail to inform the Registrar at registration, the course repeat will be caught at senior evaluation. At that point only the current GPA and credits earned are effected. The Registrar at WWU doesn't alter the transcript in previous terms. We feel the tabled course repetition policy could be similarly implemented.

In response to 3. We realize that extra work and expense in the Registrar's office will be generated by implementation of the proposed course repetition policy which is reason for concern. However, there are students who are no longer able to continue their education because of the current course repetition policy. Many of these students are diligent and deserve another chance. Therefore, we feel the proposed course repetition policy deserves a vote.

We propose that this motion be voted on at the May 3 Senate meeting.

Central
Washington
University



Office of Graduate Studies
and Research
Bouillon 2070
Ellensburg, Washington 98926
(509) 963-3101
SCAN 453-3101

Dr. Ethan Bergman, Chair
Senate Academic Affairs Committee
Campus

February 22, 1989

Dear Dr. Bergman:

In follow-up to your request that the Graduate Council review the proposed Course Repetition Policy, we did so and developed the following recommendation:

It was moved, seconded, and passed that the proposed motion before the Faculty Senate be modified as follows:

In 2., replace "only the second grade" with "both grades," and replace "however" with "and."

In 3., replace "same basis as described above" with "basis of the second grade earned."

Our rationale for recommending these changes include the following:

1. Graduate school policy requires the examination and grade point assessment of all credits taken for purposes of good standing, probation, or suspension (see page 180 of the University catalog).
2. It seems improper that the permanent transcript record of any student should be altered for prior terms.
3. The cumulative gpa record appearing as a line at the end of each term's work is automatically calculated. To change this method to a manual correction, especially when it changes the permanent record, seems unnecessarily expensive for the benefits derived.

It should be noted that major gpa's are already manually calculated so the change in 3 can be easily implemented. Also note that the proposed change in 3 results in the identical intent of the Senate's proposed 3.

Finally, it seems to me that we ought to be allocating the monies involved in these change to better instructional practices, rather than transferring these monies to record keeping functions. Too many of us ignore significant costs of these proposals while much more important instructional and academic program needs are squeezed for lack of funds.

Thank you for your consideration of these views on the matter.

Sincerely,

A handwritten signature in cursive script, reading "Dale R. Comstock".

Dale R. Comstock
Dean

pc Dean Pappas, Carolyn Wells (Registrar), Connie Roberts (Chair, Faculty Senate),
Graduate Council

Repetition of Courses

Courses completed with a grade lower than "C" may be repeated. In the computation of the grade point average, only the grade earned in the repeated course is used. If the course is repeated more than once, all of the repeated grades will be averaged in the computation of the grade point average. Successful repetition of a course originally passed carries no additional credit towards a degree.

Credit/No Credit Option

Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except for first quarter freshmen and students on academic probation may select one class per quarter under this option. A maximum of fifteen credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

The courses must be selected from Breadth requirements and free electives; they must not be courses in Basic Requirements, majors or minors or professional education sequence.

Students designate the course as credit/no credit during registration or during "Change of Schedule" period. Courses may not be repeated on a Credit/No Credit option.

Credits earned under the credit/no credit option are not included in computing grade point averages. The grade recorded on the student's transcript will be "CR" if the course grade is C- or above, if below C-, the entry will be "NC".

The credit/no credit option is distinctive from courses graded on satisfactory/unsatisfactory basis.

Credit/no credit courses will not be counted toward master's degree credits, or in the graduate grade point average.

Grade Reports to Students

A report of the final grades assigned in courses is sent to each student at the end of each quarter.

Honor Roll

A student who has achieved high scholarship in a given quarter is named to the Honor Roll. Honors are awarded for a grade point average of 3.4 or higher. To be eligible a student must complete a minimum of twelve credits.

Graduation with Distinction

Bachelor's degrees are awarded with distinction according to the following standards:

- 3.4 to 3.59 - cum laude
- 3.6 to 3.79 - magna cum laude
- 3.8 to 4.00 - summa cum laude

Other distinctions:

- 3.95 to 4.00 - President's Scholars
- 3.60 to 4.00 - Dean's Scholars

The following condition must be met by all students to be considered for graduation with distinction:

1. At least one half (90) of the credits required for the degree must be taken at Central Washington University with a minimum of sixty (60) credits earned in courses taken on the A-E graded basis.
2. Credits awarded through Course Challenge, Military Credit, Credit for Industrial Experience or on a Credit/No Credit basis will not be allowed in the ninety credits required for eligibility.
3. Only credits earned at Central Washington University will be considered in determining eligibility for graduation with distinction.

GRADING PRACTICES

Grading System

"Grade Points" are assigned to each mark as follows:

Grade Assigned Grade Points for Each Credit Hour Completed

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0

A "C" grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are used for those students who have demonstrated some degree of superiority. The highest grade, "A", is reserved for students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A". The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. The "E" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

Other Grades. The following special grades are also used. No "grade points" are assigned with these letters.

- S Satisfactory
 - U Unsatisfactory
 - O Audit
 - W Withdrawn: Indicates a passing grade at the time of withdrawal. See page 25 for policies covering withdrawal from individual courses or the University.
 - I Incomplete: an "I" (Incomplete) when recorded, is not a qualitative grade. Rather, it is a symbol which means: "This student was not able to complete the course by the end of the term, but had satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in it." An "I" is not used in computing a grade point average. To earn a grade, work of the course must be completed as prescribed by the instructor on forms filed in the appropriate department office. If it is not completed within one calendar year, the "I" will be changed to an "E".
 - CR Credit
 - NC No credit
 - NR No report submitted by the instructor. (Available for Registrar's use only.)
- Reserved: used for graduate thesis credit only. A grade is issued when the thesis is approved.

Grade Point Average

Grade point averages are calculated by dividing grade points earned by the credit hours attempted. Here is a typical example:

Course	Credit Hours Attempted
English 141	3
History 143	5
Psy. 300	4
Com. 243	4
Totals	16

Grade	Grade Points Earned
C+	(2.3 x 3) 6.9
B-	(2.7 x 5) 13.5
C	(2.0 x 4) 8.0
B	(3.0 x 4) 12.0
	40.4

Dividing 40.4 by 16 gives a grade point average of 2.5. In computing the student's cumulative grade point average, only work attempted at Central will be included in the computation. Of course, credits earned at other institutions of higher learning are accepted towards degree requirements according to the limits indicated in the section of this catalog entitled "Evaluation Leading to Credit."

Statute of Limitations on Grade Changes

Grade changes may be filed until the end of the subsequent quarter following the one in which they were recorded. Spring Quarter grades may be changed as late as the end of the Fall Quarter.

Repetition of Courses

Any course may be repeated. All grades earned will be used in computing the grade point average. Successful repetition of a course previously passed carries no additional credit, unless otherwise indicated in the course description. Courses may not be repeated on a credit/no credit basis.

Credit/No Credit Option

Students are urged to use the credit/no credit option as a way to explore academic areas of interest. All students except for first quarter freshmen and students on academic probation may select one class per quarter under this option. A maximum of fifteen credits earned in credit/no credit courses may be allowed toward the 180 required for the bachelor's degree.

The courses must be selected from breadth requirements and free electives; they must not be courses in basic requirements, majors or minors or professional education sequence.

Students designate the course as credit/no credit during registration or during "Change of Schedule" period. Courses may not be repeated on a Credit/No Credit option.

Credits earned under the credit/no credit option are not included in computing grade point averages. The grade recorded on the student's transcript will be "CR" if the course grade is C- or above, if below C-, the entry will be "NC".

The credit/no credit option is distinctive from courses graded on satisfactory/unsatisfactory basis.

Credit/no credit courses will not be counted toward master's degree credits, or in the graduate grade point average.

U of W

student should never re-register for the course as a means of removing the incomplete. An incomplete grade not made up by the end of the next quarter will be converted to the grade of 0.0 by the Registrar unless the instructor has indicated, when assigning the incomplete grade, that a grade other than 0.0 should be assigned if the incomplete work is not completed. The original incomplete grade is not removed from the permanent record.

An instructor may approve an extension of the incomplete removal deadline. Such an extension must be received, in writing, at the Grade Recording Information Office no later than the last day of the quarter following the quarter in which the incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the incomplete has been converted into a failing grade.

In no case can an incomplete received by an undergraduate be converted to a passing grade after a lapse of one year.

S Satisfactory grade for courses taken on a satisfactory/not satisfactory basis. An S grade is automatically converted from a numerical grade of 2.0 or above for undergraduates. The grade S may not be assigned directly by the instructor, but is a grade conversion by the Registrar's Office. Courses so graded can only be used as free electives and cannot be used to satisfy a University, college, or department course requirement.

NS Not-satisfactory grade for courses taken on a satisfactory/not satisfactory basis. A grade less than 2.0 for undergraduates will be converted to NS. NS is not included in the grade-point-average calculation. No credit is awarded for courses in which an NS grade is received.

CR Credit awarded in a course offered on a credit/no credit basis only or in courses numbered 600, 601, 700, and 800. The minimum performance level required for a CR grade is determined, and the grade is awarded directly, by the instructor.

NC Credit not awarded in a course offered on a credit/no credit basis only or in courses numbered 600, 601, 700, 750, and 800. The grade is awarded directly by the instructor and is not included in a grade-point-average calculation.

W Official withdrawal or drop during the third and fourth weeks of the quarter for undergraduates. It is not computed in grade-point-average calculation.

WV Grade assigned when an undergraduate uses an uncontested drop privilege to withdraw from a course after the fourth week of the quarter. It is not computed in grade-point-average calculation.

HW Grade assigned when an undergraduate is allowed a hardship withdrawal from a course after the fourth week of the quarter. It is not computed in grade-point-average calculation.

Nontraditional Grading Options

CREDIT/NO CREDIT ONLY AS A COURSE OPTION

With appropriate departmental review and approval, a course may be offered on a credit/no credit-only basis. The standard for granting credit in credit/no credit-only courses under this option is the demonstration of competence in the material of the course to the instructor's satisfaction.

SA/NS OPTION

Certain students are eligible to choose that a limited number of their courses be graded satisfactory/not satisfactory rather than with regular numerical grades.

Any student who wishes to register for a course on a satisfactory/not-satisfactory basis should check first with his or her adviser to determine restrictions and eligibility, because colleges and departments vary in their rules concerning this grading option (e.g., students in the College of Arts and Sciences may not take courses S/NS until they have earned 45 or more college credits). In no case is a student allowed to register for more than 6 credits (or for one course, if that course is offered for more than 6 credits) on a satisfactory/not-satisfactory basis in a given quarter. No more than 25 satisfactory/not-satisfactory credits may be applied to a four-year undergraduate degree. Such courses may not be used to satisfy University, college, or departmental course requirements (i.e., may be applied only to the elective component of a degree).

Generally, a student may not switch to or from satisfactory/not-satisfactory grading for a particular course after the first week of the quarter. Only students in good academic standing (i.e., not on academic warning or probation) are eligible for the S/NS grading option. Veterans should check with the Office of Special Services before requesting S/NS grading option.

It should be noted that the possibility of future objective evaluation of the student's total academic record is reduced by the extent to which the record includes course work that is evaluated by a grading system other than the numerical system. A student should be aware that he or she may jeopardize future educational opportunities, particularly for graduate or postbaccalaureate study, when other systems of performance evaluation are used.

Grade-Point Average

The University's cumulative grade-point average is based solely on courses taken in residence at the University of Washington; this includes some, but not all, courses taken through UW Extension. The UW transcript reflects grades for UW Extension courses work that is not residence credit, and the grades for credit by examination. These latter grades do not affect the University cumulative grade-point average.

Computation of Grade-Point Average

The grade-point average for graduation is computed by dividing the total cumulative grade points by the total credits attempted for courses taken in residence at the University. Grade points are calculated by multiplying the number of credits by the numeric value of the grade for each course. The sum of the grade points is then divided by the total credits attempted. Courses elected on an S/NS basis are counted as follows: Satisfactory grades are printed on the permanent record as an S and do not count in the quarterly or cumulative grade-point average, but they do count as credits earned toward graduation. Not-satisfactory grades, NS, do not count in the quarterly and cumulative grade-point averages and do not count as credits earned toward graduation.

EXAMPLE 1

Course	Credits	Grade	Grade points
CLAS 205	3	CR	
OCEAN 301	5	2.7	13.5
HST 143	5	3.0	15.0
SCAND 100	2	3.5	7.0
Total credits earned toward graduation	15		
Total graded credits attempted	12		35.5

$$\text{Grade-point average} = 40.1 \div 12 = 3.34$$

The total graded credits attempted, not the credits earned toward graduation, are used in computing the grade-point average.

EXAMPLE 2

Course	Credits	Grade	Grade points
ENGL 121	5	2.3	11.5
OCEAN 101	5	0.0	0.0
SPHSC 100	3	3.0	9.0
ART 105	2	1.0	2.0
Total credits earned toward graduation	8		
Total graded credits attempted	13		19.5

$$\text{Grade-point average} = 19.5 \div 13 = 1.51$$

The student attempted 16 credits, but only 13 are graded, because the 1 is not computed in the grade-point average. The 0.0 for OCEAN 101 is computed in the grade-point average, but no credit is awarded toward graduation.

If the work in ART 105 is not made up by the end of the next quarter, the 1 will convert to a numeric grade and the grade-point average will be recomputed.

Repeating Courses

With the approval of the academic department offering the course, an undergraduate may repeat a course once. Both the original grade and the second grade will be computed in the grade-point average, but credit will be allowed only once. Veterans receiving benefits must receive approval from the Office of Special Services before a course is repeated.

Grading Procedures

Change of Grade

Except in case of error, no instructor may change a grade that he or she has turned in to the Registrar. A student who finds administrative omissions or errors in a grade report must make application to the Registrar for a review not later than the last day of the student's next quarter in residence, but in no case after a lapse of two years. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Time spent in military service is not counted as part of the two-year limitation. Students are not automatically notified of grade changes posted after the first of the quarter.

Grade Appeal Procedure

A student who believes he or she has been improperly graded first discusses the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the Chairperson of the department, or in a nondepartmental subject, to the Dean, with a copy of the appeal also sent to the instructor. The Chairperson or Dean consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the Chairperson believe the instructor's conduct to be arbitrary or capricious and the

information concerning the student's academic status (e.g., Honors, probation, dismissal).

Repeating a Course

A student may repeat any course taken at EWU or any course accepted by EWU from a transfer institution.

Courses previously taken may not be repeated under the following conditions:

- using the pass/no credit grading option
- using correspondence/extension course method of instruction
- to improve the undergraduate grade point average after receiving the baccalaureate degree and/or
- if transferred course and Eastern offers no equivalent course.

A student may not receive credit twice for the same course work.

Courses to be repeated for credit must be identified for the Registrar by placing "R" for repeat in the Grade Option Column on the registration and drop/add documents. The repeat indicator "R" will then appear by the course on the student's Confirmation of Schedule. In addition, a Course Repeat Card must be completed by the student to indicate where and when the course was previously taken. The card is submitted to the Registrar's Office.

It is the student's responsibility to notify the Registrar's Office when a course has been repeated. Transcripts are also reviewed for repeats when an Application for Graduation is submitted. Adjustments to credits and quality points for repeats are also made at this time.

When a course is repeated, the previous course (as well as its credits, grade, and quality points) remains recorded on the student's transcript and is superseded by the new course's credits and quality points. The cumulative grade point average is adjusted to remove the previously computed credits and quality points.

Courses reflecting letter grades of no numeric value such as "W", "X", "NC" do not require the student to notify the Registrar as no transcript adjustment is necessary.

Credit Through Course Evaluation

Students enrolled in the University may secure advanced credit for a course using Credit Through Course Evaluation. Application forms and registration instructions are available in the Center for Extended Learning. A service fee is required for each evaluation.

"P" (pass) grades for Credit Through Course Evaluation courses should be assigned with caution. Courses that are assigned "P" (pass) grades will not be accepted for meeting General University Requirements or for meeting departmental major or minor requirements. Numeric grades may be given for Credit Through Course Evaluation courses. The numeric grades and credit hours earned are calculated in the usual manner as part of the student's cumulative grade point average (GPA).

Credit Through Course Evaluation will not be granted for a course previously taken for which the student received a numeric grade, a no-credit (NC) grade, a pass (P) grade, an incomplete (X) grade, a failing grade, or an audit (A) grade.

If a student fails the evaluation process, he/she may not repeat that evaluation.

Credit Through Course Evaluation does not count toward the credit residence requirement.

Credit Through Correspondence/Credit Through Extension

Correspondence Courses

Correspondence courses are offered for the benefit of those persons who cannot attend regular sessions. These courses are prepared and taught by regular members of the staff who are in charge of similar courses in residence. Instruction by correspondence is continuous throughout the year, and students may begin at any time. Study and teaching are conducted through a series of lessons which are mailed to the student. Completed lessons are forwarded to Correspondence Study, Continuing Education, where they are recorded and sent to the instructor for grades and comments. Corrected lessons are returned to the

student as soon as possible. This process is continued until the course is completed, at which time a comprehensive examination (if required by the instructor) is given.

Upon completion of the course, a grade copy will be sent to the student by the Office of the Registrar. Students should send requests for transcripts to the Registrar.

Correspondence course credits are not accepted for English composition credit at Eastern.

Correspondence credits are not considered to be residence credits. Correspondence courses may not be taken as a repeat for courses taken by the regular method of instruction.

Correspondence courses are computed as part of a student's grade point average.

Extension Courses

Extension courses are offered to students who are unable to attend daytime classes as regular students in residence. Extension courses are provided through evening classes and/or correspondence study.

Extension courses are not considered to be residence credits.

Extension courses may not be taken as a repeat for courses taken by the regular method of instruction.

A maximum of 10 quarter credits in extension and/or correspondence courses may be counted toward the baccalaureate degree.

For further information, contact EWU's Office of Continuing Education.

Scholastic Standing and Review Procedures

Academic Standards for Undergraduates

Only grades earned at Eastern will be considered in determining the academic standing of an Eastern undergraduate.

Academic Probation. Any student whose cumulative grade point average falls below 2.00 will be placed on academic probation.

First quarter freshmen placed on academic probation must achieve a cumulative grade point average of 2.00 within two subsequent quarters or be placed on academic dismissal from Eastern for low scholarship. All other students must achieve a 2.00 cumulative grade point average by the end of the next quarter of attendance or be placed on academic dismissal.

Achievement of a 2.00 cumulative grade point average will result in an undergraduate being removed from academic probation.

Academic Dismissal

Any student who is not a first quarter freshman will be placed on academic dismissal when his/her cumulative grade point average remains below a 2.00 for two quarters. A first quarter freshman will be placed on academic dismissal when his/her cumulative GPA remains below a 2.00 for three quarters.

Each undergraduate who has been placed on academic dismissal may appeal to be considered for reinstatement based upon the following procedures:

Students who have officially declared their majors through General Undergraduate Advising schedule an appointment to be considered for reinstatement through the dean of the college or school under which their major lies.

Students who have not officially declared their majors schedule an appointment to be considered for reinstatement through the Director of General Undergraduate Advising.

Students are initially informed of dismissal status by means of a notation on their grade reports. General Undergraduate Advising also notifies the student by a letter which outlines the reinstatement and appeal procedures. Students enrolled in current classes and not seeking reinstatement by the 15th class day will be deregistered and are so notified by certified mail.

The appeals process for undergraduates is coordinated by the Office of General Undergraduate Advising.

ability to reproduce these facts and principles orally and in writing read-
 by, accurately, and concisely; (3) power to correlate the material with other
 branches of the subject and with other subjects; (4) individual reaction to
 the material shown by ability to apply the methods of the course to new
 and original problems and situations with reasonably good results.

B - 3 grade points per credit hour. The student so graded must have shown
 uniformly the first two qualities of the A grade without the third and fourth.
 An A- student is one who, during a considerable part of the course,
 has shown all the qualities of an A grade student, but
 at times has shown signs of preoccupation with, not because of idleness but
 because of the pressure of other work or legitimate outside interests.

C - 2 grade points per credit hour. A student doing average work or less
 average work will receive this grade. The work may frequently show
 thorough comprehension and accurate reproduction but is moderately
 irregular.

D - 1 grade point per credit hour. This grade is for the student doing work
 considerably below the average. This work is barely passing.

F - no grade points per credit hour. This grade is given to a student who
 indicates a failure and is given to a student who does not show a satisfac-
 tory grasp of the subject and whose examinations and recitations are
 unsatisfactory.

S (Satisfactory) - no grade points; credit not calculated in g.p.a. Grade given
 upon satisfactory completion of courses numbered 499, 600, 700, 702, 800,
 Special Examinations (Rule 15) and other courses duly authorized for S,
 F grading by the Faculty-Senate. (Courses approved for S, F grading are
 footnoted in the Time Schedule.) A, S, or F grades only are used for physical
 education activity courses. Courses approved for S, F grading may also
 be graded S at midsemester indicating satisfactory progress.

P (Passing) - no grade points; credit not calculated in g.p.a. A satisfac-
 tory grade for a course taken under the Pass-Fail Grading Option (see
 below). Instructors will turn in regular letter grades for all students en-
 rolled in courses under the pass-fail option, but grades will appear on the
 student's permanent record as P (Passing) or F (Failure).

I (Incomplete) - no credit or grade points. Used to indicate that a grade
 has been deferred. It is for students who for reasons beyond their control
 are unable to complete their work on time. The I grade for an undergraduate
 student under an undergraduate or graduate student will be changed
 to S if the work is not completed during the ensuing calendar year, or
 if the student repeats the course. Instructors are required to submit an In-
 complete Grade Report to the department chair's office with any grade
 form indicating an I.

W (Withdrawal/Failure) - no credit or grade points. Used if the student
 has filed in the Registrar's Office, official notice of withdrawal from the
 course prior to the end of the twelfth week, withdrew passing in ac-
 cordance with Rule 42, or withdrew from the university prior to the last day
 of instruction.

X (grade deferred) - no credit or grade points. Denotes continuing prog-
 ress toward completion of special problems, research, theses, or doctoral
 dissertation. E.g., 499, 600, 700, 702, 800; X grades are converted to S upon
 satisfactory completion. An X grade may also be used when no final grade
 is reported due to instructor's illness or absence from town.

Grade Point Average

The student's grade point average (g.p.a.) is computed by dividing grade
 points earned by the number of credit hours attempted. Grades P and S
 do not carry grade points, and the credit hours are not calculated into the
 g.p.a. Credits attempted for F grades are calculated into the g.p.a. Transfer
 and other non-resident credit is not computed in the Washington State
 University grade point average. The following example illustrates computa-
 tion of the g.p.a.

course	credits	grade	grade points
Engl 101	3	A	12.0
Bus 202	3	C	6.0
Bus 220	3	B+	9.0
Phys 498	1	F	0.0
Bus 499	1	S	0.0

Credit hours attempted (11) divided into
 Total grade points earned (27) = g.p.a. (2.45)
 Total hours missed (19)
 Note: P and S grades yield no grade points. They are excluded from
 the g.p.a. calculation.

courses taken by correspondence, at other than black points and carry no
 graduate credit. Grades earned through Continuing Education and Public
 Service courses sponsored by Washington State University yield grade points
 toward graduation. Correspondence or extension work submitted for
 transfer credit yields credit only if completed with a grade of C or better.

Grade Reports

Midsemester grades are issued to freshmen students with less than 24
 semester hours of credit and are mailed to the student's last known
 address. Final grade reports for all students are mailed to the student's per-
 manent home mailing address at the end of the semester. Only one grade report is produced for students. Students requesting an ad-
 ditional grade report must order a copy of their official transcripts.

Transcripts

An official copy of a student's record is issued by Washington State Univer-
 sity that bears the official seal of the university and the signature of the
 Registrar is referred to as a transcript. The transcript must include all work
 taken at Washington State University. Requests for transcripts must be
 accompanied by the student's signature and a \$3 fee per copy. Phone orders
 for transcripts cannot be accepted. NOTE: Transcripts sent to the
 university will prevent the release of a student's transcripts.

Transcripts of secondary or higher education study that have been sub-
 mitted to WSU as a requisite for admission cannot be returned to the stu-
 dent. Students desiring transcripts from other institutions must order of-
 ficial transcripts directly from the institution at which the work was taken.
 WSU does not issue or certify copies of transcripts from other institutions.

Repetition of Courses

Courses completed with a grade of C or above may not be repeated for
 credit or grade points.

Students may repeat courses in which they have received a grade of C
 or below only if there is space available in the course. If a student repeats
 a course in which an I (incomplete) grade was received, the incomplete grade
 will be changed to F.

When a student repeats a course and earns another grade, the series
 of repeats and grades will be retained on the student's official record.
 However, the last grade only shall be calculated in the cumulative grade
 point average, and contribute to the total number of hours required for
 graduation.

In determining scholarship for graduation honors, the first grade only
 shall be used. It is the student's responsibility to indicate repeat courses
 on the registration form. Repeats by correspondence, extension, or in
 residence at other institutions must be reported orally or in writing to the
 Registrar's Office. If a student transfers a course to WSU from another
 institution, and subsequently repeats the course at WSU, only the credit
 and grade points earned at WSU will be allowed.

Courses Approved for Repeat Credit

Some courses have been approved for repeat credit, i.e., the student may
 enroll in the same course during a subsequent semester and additional credit
 and grade points will be accumulated. An example of such a course would
 be a Special Topics where the course content may vary from semester to
 semester. Courses approved for additional credit, with maximum credits
 allowable, if any, will be indicated in the catalog, e.g., "may be repeated
 for credit; cumulative maximum 6 hours."

Pass-Fail Grading Option

Pass-fail options are available for undergraduate and graduate students.
 Specific characteristics of the pass-fail option are listed below. During registra-
 tion, students indicate on the Registration Form that they wish to enroll
 in the course on a pass-fail basis. The advisor's approval and signature are
 required for undergraduate students. Information indicating which students are
 enrolled on a pass-fail basis will not appear on class lists transmitted to
 instructors. Instructors turn in regular letter grades for all students, and
 the Registrar will change all grades of A, B, C, D, E, F for those enrolled
 pass-fail. The P (pass) grade earned by pass-fail students will not be in-
 cluded in computing the g.p.a., however, F grades earned by pass-fail
 enrollees will be included in g.p.a. calculations. Courses approved for
 S, F grading (Rule 100) are excluded from the pass-fail option. Courses
 approved for S, F grading are footnoted in the Time Schedule.

A student may change a pass-fail enrollment to a regular letter-graded
 enrollment, or vice versa, during the first three weeks of classes. After the

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agreed upon) during the next quarter. After one year, if the "K" has not been removed, it automatically reverts to a failing grade ("F"), and the student may establish credit only by registering again for the course. (Grades of "K" earned in these courses number toward but do not count as failures.)

GRADE AVERAGES (GPA)

To determine a grade average, points are assigned to each grade earned under the A-F grading system (A=4.00, B=3.00, etc. See above). The point value of each grade is multiplied by the number of credits assigned to the course. Total points are then divided by total credits attempted. Thus, a student who earns a five credit "A", five credit "B" and a five credit "F" has earned a quarterly average of 2.33 (35 points divided by 15 credits attempted).

A grade average of 2.00 ("C") represents the minimum acceptable level of performance to remain in good standing at the University. Higher grade averages may be required for admission to or retention in certain major programs.

Only grades earned at Western are calculated in determining a student's quarterly or cumulative grade average.

Grades of "S," "U," "P," "NP," "K" and "W" are not included in GPA calculation.

GRADES YIELDING CREDIT

Credit is granted for courses completed with grades of "D" or higher on the A-F grading system, and for grades of "P" and "S." The grades of "D+", "D" and "D-" however, represent a level of work that is unacceptable in a student's major or minor, supporting courses for majors and minors, English 101, professional education courses, the educational psychology courses required for teacher education programs, and "Fifth Year" courses.

REPEATING A COURSE

A few courses are approved to be repeated for credit. Such approval is included with the course descriptions in this catalog. If other courses are repeated, the following will apply:

- 1) Credit will be awarded only once.
- 2) Only the last grade earned will be considered in calculation of the student's grade average (unless the last grade is "K," "W," "NP" or "U").

The student who registers to repeat a course should file with the Registrar a "Course Repeat Card." Unless this card is filed, the repeat may not be detected until the Senior Evaluation, at which time cumulative credits will be reduced. In the meantime, the student's grade average will reflect both course grades.

If a transfer student is required to register for a course that may be a repeat of a course completed elsewhere, the student may receive credit for both courses.

GRADE REPORTS

Within a few days after the end of each quarter the Registrar sends a grade report to each student. The student indicates, at the time of registration, the address to which the grade report is to be sent.

GRADE CHANGES

Once a grade has been filed with the Registrar, it is regarded as final. Except for the conversion of incomplete ("K") marks, grade changes are accepted only under the following circumstances:

- 1) It is discovered that the grade resulted from clerical error in transcription or recording. Requests for change to correct these errors may be made only by the course instructor and only during the quarter immediately following original issuance of the grade.